



**THE CORRELATION BETWEEN STUDENTS'  
PROFICIENCY IN ENGLISH VOCABULARY AND THEIR  
ABILITY TO WRITE ENGLISH POETRY**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic  
University of North Sumatra Medan as a Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan*

By:

**DWI DHARMAYANTI**

Reg. No.: 34.15.3.048

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN**

**2019**



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**DWI DHARMAYANTI**

Reg. No.: 34.15.3.048

**Advisor I**

**Rahmah Fithriani, Ph.D**  
NIP. 19790823 200801 2 009

**Advisor II**

**Yani Lubis, S.Ag., M.Hum**  
NIP. 19700606 200003 1 006

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN  
2019**

Name : Istimewa Medan, Oktober 2019  
Lamp : - Kepada Yth:  
Perihal : Skripsi Bapak Dekan  
An. Dwi Dharmayanti Fak. Ilmu Tarbiyah dan Keguruan  
Di-  
Medan

Assalamu'alaikum Wr. Wb

Setelah saya membaca, meneliti dan memberi saran perbaikan seperlunya terhadap skripsi mahasiswa:

**Nama : Dwi Dharmayanti**  
**NIM : 34.15.3.048**  
**Jurusan : Pendidikan Bahasa Inggris**  
**Judul : The Correlation between Students' Proficiency in English Vocabulary and Their Ability to Write English Poetry.**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

Medan, 4 November 2019

**Advisor I**

**Advisor II**

**Rahmah Fithriani, Ph.D**  
**NIP.19790823 200801 2 009**

**Yani Lubis, S.Ag, M.Hum**  
**NIP. 197006062 0000 3 1006**

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

**Nama** : **Dwi Dharmayanti**

**NIM** : **34.15.3.048**

**Jurusan/Prodi** : **Pendidikan Bahasa Inggris**

**Judul** : **The Correlation between Students' Proficiency in English Vocabulary and Their Ability to Write English Poetry.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 4 November 2019  
Yang Membuat Pernyataan

**Dwi Dharmayanti**  
Reg. No.:34.15.3.048

## ABSTRACT

**Dwi Dharmayanti, Registration Number: 34153048. The Correlation Between Students' Proficiency in English Vocabulary And Their Ability to Write English Poetry. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan, 2019**

This research was aimed to find out the students' proficiency in English vocabulary. It was conducted by quantitative. The data analysis has four steps through; identifying the students' proficiency of English vocabulary, Scoring students works, collecting the closest of students poetry writing score and put the result into table. It was conducted in one of Junior High School in Hamparan Perak, especially in third grade. The data that were achieved from students' their vocabulary score and poetry writing score were collected and analyzed as objective as possible, so they can be better in writing skill. After analyzed all the text, the finding of the study can be seen in the data. Based on the findings of the data analysis, it has been identified that the score of  $r_{xy}$  was 0.607 and the score of  $d_f$  was 28. Then, the score  $r_{xy}$  was compared with the degree of significance 5% which showed that with the  $d_f = 28$ , the  $r_{table}$  score which was obtained was 0.361, therefore,  $r_{xy} > r_t$ . Meanwhile, when the score  $r_{xy}$  was compared with the degree of significance 1%, it shows that with the  $d_f = 28$ ,  $r_{table}$  score is 0.463, it showed  $r_{xy} > r_t$ . Therefore, the score of coefficient correlation of both degree of significance was higher than the score of  $r$  table, it shows that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In other words, there was a significant correlation between students' vocabulary proficiency and their poetry writing ability. It means that the more vocabulary they master, the better writing skill they have.

***Key words: Vocabulary and Poetry, Writing skill, Creative Writing***

## ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**Assalamu ‘alaikum Wr.Wb**

Praise to Allah Almighty The cherisher and sustainer of the world, the beneficant and the merciful. Peace and His blessed, mercy to our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family. The aimed of this thesis was partial fulfillment of therequirement for S-1 program English Department Tarbiyah and Teachers Training, The State Islamic University of North Sumatera. The writer conducted this thesis under the title “The Correlation between Students’ Proficiency in English Vocabulary and Their Ability to write English Poetry”. Writing this thesis was not easy. It spent much time and energy to complete it. Without support and encouragement from the people, this thesis would not be completed. I realized that I would never finished this thesis without motivation of some people around me therefore, I would like to express my sincere gratitude to:

1. The Dean of Tarbiyah Faculty and Teachers Training and staff in department of English Education.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Education Department and **Reflina, M.Pd** also as the secretary English Education Department.
3. **Rahmah Fithriani, Ph.D** as my first advisor who has given me suggestion, guidance, motivations, corrections during writing this thesis.

4. **Yani Lubis, S.Ag.,M.Hum** as my second advisor who has given me corrections, suggestion and helpful to improvement of my thesis.
5. My beloved Father, **Ponimin** and and my beloved mother, **Sumiyem**, who have given me suggestion, motivation, and always be my role model.
6. My beloved brothers, **Herlambang Edi Fahrizal, S.Kom** and **Rizki Rahmadi** who motivated and supported me during writing this thesis.
7. **All Teachers and staff SMP Negeri 3 Hamparan Perak** who always support me to have graduation on time.
8. My Kuala Lumpur team, **Ramis Rauf, M.A., Ruslin, M.Sc., and Rizki Apritama, M.Sc.**, Thank you for accompanied me to find some references for my thesis in UGM Digital Library.
9. My classmates in **PBI-3/2015**, Thanks for the time that we spent together during studied at UIN-SU.
10. My education activist partner and internal or external organization, **All Kelas Dewantara Volunteers, All members of Forum Indonesia Muda SUMUT regions, HMJ PBI and PMII UINSU**, thank you for gave me the positive spirit, best experiences that made me easier to finished my thesis.
11. My dearest, **Bripda Rio** and **all the members of Pengusaha Muda Binjai**, thank you for always support me.
12. For all people who helped and gave a struggle in made this thesis that can not mentioned the name by me. Thanks a lot.

The words are not enough to say appreciations for your help and contributions on this thesis. May Allah guide you always and give you happiness in your life.

The writer would be pleasure to accept some critics and corrections to this thesis because the writer realized that it is not perfect. Hopeful this thesis useful for those who read and experiences in the field of education.

Medan, October 2019

**Dwi Dharmayanti**  
Reg. No.:34.15.3.048

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

English language is one of important languages because it is used as a means of communication by people around the globe. As what Fithriani stated, “Globalization has made English as spoken language for trade, education, business and tourism”.<sup>1</sup> This means that two people who come from different countries usually use English as a common language to communicate. In learning English we have to master four skills. They are listening, speaking, reading and writing. Writing is as one of the language skills besides listening, speaking and reading, is crucial for communication as it functions as a way how the writer transforms their idea into written language or in other words, as the process of expressing a feeling and a thinking then creating each word become a collection of words in a piece of paper.<sup>2</sup> Writing is divided into two kinds, they are academic writing and creative writing. One of the genre in writing is creative writing. Creative writing does not need adhere to specific style parameters.

Genre-based approach is the latest suggested approach applied in the newest Indonesian curriculum. It is in line with focus of curriculum target which emphasizes genre as the basic material for language teaching.

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<sup>1</sup>Rahmah Fithriani. “*Discrimination behind Nest and Nnest Dichotomy in ELT Professionalism*” in *1st Annual International Conference on language and literature, KnE Social Sciences & Humanities*, 2018, pages 741-755. DOI 10.18502/Kss.v3i4.1982

<sup>2</sup>Louis Manand. *Should Creative Writing be Taught?*. (New York, 2009)p.3

Moreover, the goals of the GBA is that students are able to do communication based on particular purpose. In the other side there is no material about creative writing in syllabus that's why students lose their chance to relate their experiences to the learning process.<sup>3</sup> Thus creative writing can get space in syllabus especially in local content. It is based on the law 20 of 2003 on National Education System in Chapter X of Article 37. Afterwards it is clarified in Government Regulation, Number 19 of 2005 on National Education Standards in Section 77N. The regulation of the Minister of Education and Culture, Number 81A, Year 2013 on Guidelines for Development of local content.<sup>4</sup> Thus the teacher can use creative writing in teaching learning process to develop students' creativity.

By the previous preliminary research, the researcher found the material about poetry in local content syllabus for 3<sup>rd</sup> grade in one of Junior High School in Hamparan Perak. Vocabulary is one of important parts of poetry writing as Harlan states that "poetry as the branch of creative writing related to vocabulary competence because it has a source of content-rich reading material; a model of creative language in use as way to introduce vocabulary in context".<sup>5</sup> The language of poetry differs from common linguistic usage, it makes the reader feel the sense

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<sup>3</sup>Asep Nurnjamin. "The Use of Genre-Based Approach to Teach Students Writing Skill" *Advanced in Social Science, Education and Humanities Research (ASSEHR)*. vol 82. 2017, pages 221.

<sup>4</sup>Pauzan. Local Content of English Subject for Junior High School. *International Journal of Innovative Science, Engineering & Technology (IJSET)*. Vol 4, 2017. P. 277

<sup>5</sup>Harlan, K. The Formeaning Response Approach: *Poetry in EFL Classroom* *English teahing forum*. (Washington DC,2009)p.12

instinctively. Mayher and Brause states that “writing is dependent upon the ability to draw words to describe an event, the breath and depth of a student’s vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing”.<sup>6</sup>The reader of poetry also should have a vocabulary proficiency, so they able to interpret and elaborate each word in poetry to get the clear meaning. Poetry usually consist of sign such as like “flower” can be the sign of “woman”. There are many other possible words that we can find as a sign such as word to express love, upset or others feelings.<sup>7</sup> It means that vocabulary is important in students writing development.

There are some previous research that show the significant correlation between students’ vocabulary mastery and their writing that focus on Genre-based approach that written by Umairah Rahmati in 2018 and Nanang Bagus Subekti in 2017. In another side, there is no previous research about correlation between vocabulary mastery and poetry writing. Thus the researcher wanted to analyze whether correlation *Between Students Proficiency in English Vocabulary and Their Ability to write English Poetry*”.

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<sup>6</sup>J.S. Mahyer & R.S. Brause, Learning Through Teaching: Is Crippling Integrated Language Education?“. *Language Arts*. Vol. 63. 1986. P. 390.

<sup>7</sup>Deshpande Shubhada. Teaching Writing Skill in English, *International Journal of English Language Teaching*, vol.3, No. 1, March 2014. P.68.

#### B. The Limitation of Study

The scope of the study was limited to find the significant relations between students proficiency in english vocabulary and the ability to write poetry. Thus, this study would focus on discuss that two variables.

#### C. The Formulation of Study

Based on the background of this study, the research question which guides this research is “Is there any correlation between Students’ vocabulary proficiency and Their poetry writing ability in one of Junior High Schol in Hamparan Perak?”

#### D. The Objective of Study

The Purpose of the study is to know the significant correlation between the students proficiency in english vocabulary and their ability to write poetry at one of Junior High School in Hamparan Perak. Moreover, the study was conducted to get the empirical data from the both scores. Those were vocabulary score and writing poetry score.

#### E. The Significance of the Study

The research is expected to contribute to english language teaching and learning.

1. For the writer, this research can find any significant correlation between vocabulary proficiency and ability to write poetry. Several people argue that without having good vocabulary is hardness to write

effectively. Thus, the extent of vocabulary proficiency affects the students ability in making poetry.

2. For the english teachers and english language learners, the finding of this research will give the information about the relation between vocabulary proficiency and abilty to write poetry. The researcher hopes that the result of this study will motivate the english teacher to add some method in teaching writing.
3. For further researcher who are interested in any correlation research, they will get information from this research. Thus, their research will be deeper and better than this research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Creative Writing

##### 1. Definition of Creative Writing

“writing as a productive language skill that make everyone can express their ideas and feelings. It is used as a training for another activity, specially when students write sentence as an explanation to discuss activity. In the other side, writing means how the writer trasforming their idea into written language or in the other words, as the process of expressing a felling and a thinking then create each word become a collection of words in a peace of paper”.<sup>8</sup> Writing devided into two kinds, they are academic writing (genre-based approach) and creative writing. Style as one of the difference between academic and creative writing because creative writing does not need adhere to any specific style parameters but academic writing needs to be structured and excuted adhering to a series of guidelines.

Chambers Dictionary defines creative as ‘Having the power to create, showing, pertaining to, imagination, and originality’ and then writing as ‘The act of one who writes, that which is written, literary production or composition’. Therefore, the term ‘creative writing’ can be defined as ‘Having the poetry to create an imaginative, original

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<sup>8</sup>Didik Santoso. *Improving The Students’ Spiritual Intellegence in English Writing Through Whole Brain Learning*. *English Language Teaching*. Vol. 9. 2016. P. 231

literary production or composition.<sup>9</sup> It means that creative writing as the study that stimulate the students become more creative when using their imagination to make the product as the result of their feels, ideas and thought.

## 2. Creative Writing in EFL Context

Creative writing is not only a means to help students unleash their creative side and feel more comfortable when write the experience of life, but also been proven to improve language learning, in some university, creative writing used as a new approach to mastering a foreign language. For the past 8 years, creative writing has been a part of English Studies, implemented by Sara Greaves and Marie-Laure Schultze, both of the researchers teaching at Aix- Marseille University. They design it to offer an alternative method to learning and practicing English by appealing to the student's imagination and feelings. Creative writing at an academic level is more than just an advantage. It is a flourishing disciplines, helping students with their personal writing as well as academic writing, and has also proven to be very effective in language learning, which still has a long way to go and much more to offer.<sup>10</sup> It means that creative writing will help the students easier and more creative in learning process.

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<sup>9</sup>Adele Ramet. *Creative Writing 7<sup>th</sup> Edition*.(United Kingdom: How To Books,2007)p.113

<sup>10</sup>Greaves & Schultze. *The Important of Creative Writing in an Academic Environment*. ( French: Lithuannia,2012)p. 86

Genre-based approach is the latest suggested approach applied in the newest Indonesian curriculum. It makes the students do not have a chance to show their creativity that relate to their experience of life during learning process. Even creative writing does not exist in Indonesian curriculum, creative writing can apply in syllabus then the teacher can put the material of creative writing in part of local content. "Local content as set of plans and arrangements regarding the purpose, content, and teaching materials".<sup>11</sup> It means that It is prepared by the education unit in accordance with the diversity of local potency, regional characteristics, areas advantages, local needs, and each environment. It is as well as the means which are used to guide the implementation of learning activities to achieve specific educational goals.

#### B. Poetry as Creative Writing

Poetry as creative writing can help students become more sensitive to language. Poetry has been taken as a difficult subject for most students, especially students of EFL. While many language teachers agree that poetry promotes language acquisition, they will add the poetic concepts and cultural assumptions are usually difficult for EFL Learners to understand.<sup>12</sup>

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<sup>11</sup>Siti Supeni. Implementation of Local Content Curriculum About Local Potency in Realizing Local Building Based on Sida. *Proceedings ICTESS UNISRI*. Vol 1, No. 1. 2017. P.357

<sup>12</sup>Finch. Using Poems to Teach English. *English Language Teaching*. Vol.15. No. 2., 2003. P.29

in Al-Qur'an Allah Almighty tell about the most beautiful words and nobody could make as beautiful as the Qur'an. As Allah Almighty says in the Qur'an surah Al-Isra :88

يَ أَنْ يَأْتُوا بِمِثْلِ بِدَافُلٍ لَّيْنٍ اجْتَمَعَتِ الْإِنْسُ وَالْجِنُّ عُلَا  
 الْقُرْآنِ لَا يَأْتُونَ بِمِثْلِهِمْ وَ لَوْ كَانَ بَعْضُهُمْ لِبَعْضٍ ظَهِيرًا (17:88)

*“Say; Surely if human and jinn gather to make something similar to the Qur'an, Exactly they will not be able to make something similar to him, even though some of them become helpers for some others” (Q.S. Al-Isra; 88).<sup>13</sup>*

Based on the verse above, we can conclude that, Allah Almighty tell us even humans and jinns gather to make something similar to the Qur'an in terms of their eloquence and the height of their parameters (Surely they will not able to make something similar to him even though some of them are helping each other). This verses teach us become a humble person and keep to learn how to write well because no matter how beautiful our writing, there is Al-Qur'an as the most beautiful of collecting words.

Thus EFL learners should not worry about understand poetry. Not all the poems are difficult, some of them can be understood and enjoyed on first seeing. These easily understandable poetry will motivate the students to improve their English, especially through its varied structure of its form, vocabulary, pronunciation, contextual meaning and grammar. For the Junior High School students, poems can be used effectively to teach skills

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<sup>13</sup>Yusuf Ali. *The Holy Qur'an Text. Translation and Commentary*. (Jeddah: Dar Al- Arabia, 2012)p.291

that move beyond the basic concepts of English such as phrasing. When teaching prepositional phrase or noun phrase, choose poetry that have example of these in appendix 1, and display them on the overhead projector. The underlined phrases in that poetry are prepositional phrases. The poetry may be a challenge for Indonesian Junior High School, but teacher still can use it with some highlights on the difficult words.<sup>14</sup> Thus the students will more interest when study about prepositional phrase and noun phrase by using poetry.

According to the National Curriculum, There is no material about creative writing because Genre-based approach as the latest suggested approach that applied in the newest Indonesian curriculum. Creative writing can apply in syllabus but the teacher can put the material of creative writing in part of local content. National Education Standards states that the curriculum level of Junior High School developed in accordance of the educational unit, the regional potensial/ local characteristic, social culture of local communities, and learners. The curriculum of Middle School shall include skills or vocational and local content. Therefore, learning about the nature of poetry writing for Junior High School aims to help students understand about the poetry and how to write them. The material chosen must be considered by the teachers, so the selection of the material should be in accordance with the condition of the

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<sup>14</sup>Lokita Purnamika Utami. Learning English Through Poetry For EFL Students. *Jurnal Bahasa dan Seni*. Vol. 40. No. 1, 2012. P.70

Junior High School students.<sup>15</sup> It means that the strategy that used to create an active communicative learning is according to the condition of students include the culture, sosial condition, local characterristic and communication.

### C. The Role of Vocabulary in EFL Writing

Vocabulary is defined as knowledge of words which is considered vital for language development and acquisition and recognised as an essential factor of writing. Marefat stated that “there is a positive relationship between mature vocabulary and high quality ratings when compared the effects of syntactic complexity versus lixical choice on the ratings of writing quality.<sup>16</sup> Thus voccabulary can describes as the ability to use words in the generation and understanding of sentences

In Al-Qur’an Allah Almighty required human remember to all the name of anything. Allah Almighty said in Surah Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (2: 31)

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<sup>15</sup>Pauzan. Local Content of English Subject for Junior High School. *International Journal of Innovative Science, Engineering & Technology (IJSET)*. Vol 4, 2017. P. 277

*“And He taught Adam the name of all things, then he placed them before the angles, and said “Tell me the nature of these if you are right.”<sup>17</sup>*

Based on the verse above the researcher concludes that God taught Adam’s names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects, such as fire function of the wind, and so forth. He was also awarded the potential to speak.

Although English is taught in Indonesia, it also use as a foreign language and there have been many years of English subject in the formal school. There are many problems that still faced by teachers and students, for example: students have limited vocabulary so the teaching and learning process is not effectively. It also supported by the finding of Mbato’s research (2013), he stated that “the factor that impede the success of language teaching and learning in Indonesia because of the limited of effectiveness of EFL teaching learning in Indonesia.”<sup>18</sup>This is because most of students have no many vocabularies, so they feel difficult to understand the material that teachers have given in the class. It is why vocabulary is one of the important soft skills that the students have to master it.

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<sup>17</sup>Al-Bayan. *Al-qur’an dan Terjemahannya*.(Semarang: As-Syifa, 2001) p.6

<sup>18</sup>UripSulistiyono.*Learning English as Foreign Language in an Indonesia University Study of Non-English Department Students’ Preferred Activities Inside and Outside the Classroom* ,(Universitas Jambi: Jambi, 2013) p. 5

Vocabulary also considered as a strong predictor of students' overall writing performance when vocabulary scores are compared to more elaborated criterion measures of written expression such as test of writing. Significant research has been conducted on the effects of vocabulary instruction on reading performance but studies investigating vocabulary instruction and writing are few. It also illustrates the effects of vocabulary instruction on the quality of students' written products.<sup>19</sup> Thus vocabulary as an important part on writing process will give some effect to the result of the writing. It is about how students express their feels, ideas and thought with proper word.

#### D. Related Study

This research conducted several studies by some expert about grammar knowledge and poetry. The research findings of them can be elaborated briefly to give foundation and support for this research.

First, the research from Umairah Rahmati, a students of UIN AR-Raniry in 2018 with her thesis entitled "*The Correlation Between Vocabulary Mastery And Students' Writing Skill*". Her Thesis analyze the correlation between students vocabulary mastery and their ability in writing text. The result of her reseach is significant between students proficiency in english vocabulary and writing ability.

Second, The study is written by Nanang Bagus Subekti, as the student of Sarjanawiyata Tamansiswa University in 2017 with his journal

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<sup>19</sup>A.D. Silva. *Elaborated and Vocabulary Learning*. (Moana : University of Hawai Press, 2000), p.156

entitled “*The Correlation Between Vocabulary Mastery And Writing Skill Of Secondary School Students*” His journal used descriptive and correlational analysis to find out the score of student’s ability in writing descriptive text and to find out the correlation between students’ vocabulary mastery and writing ability. The result of his research is significant correlation between vocabulary mastery and writing ability.

By reading two previous researches above that both the research shows the significant, the researcher decides to conduct a more specific research about writing especially poetry writing that the title is “*The Correlation Between Students Proficiency in English vocabulary and Students Ability in Making Poetry*”. The researcher would like to analyze the result of students vocabulary proficiency and the students ability in making poetry. It’s about how the students vocabulary proficiency effected the result of their poetry where poetry as one of creative writing product.

Even there are some differences, those previous studies has a similar in the research objective but this research specifically discuss about the correlation between students vocabulary proficiency and their ability to write poetry.

#### E. Conceptual Framework

According to the researcher, Vocabulary has an important part as the basic of learning english language. The teacher asks the students to keep improve their vocabulary mastery because by following time they grow

they will add new words about the name of things. To have a good communication in English, students should know how people usually use the language; put words into sentence and apply them in communication. It relates to the theory of Huddleston and Pullum that vocabulary will help the speakers to communicate their feelings, emotions and purpose more effectively. That's why the researcher assumes that people who can use vocabulary properly is considered having good English.

Make a poetry also as one of way to have good communicate in a different way. Here we should have proper words to express our feelings, ideas, opinions, and thoughts. When the students make a poetry in a written form, they will get feedback from the reader either teachers or friends whether their writing is good or not. Poetry as creative writing need a practice because the students will have no chance to improve their ability in making poetry. Without practicing, the students ability will not be seen by the teacher or their peer it make the teacher or even the students themselves do not understand how their improvement in making poetry.

There are many interrelated factors that must be taken into consideration when design tasks and scoring procedures for writing assessment. One of the criteria in rubric scale, the researcher should check students' vocabulary in their product of poetry to measure the score. That's why, it indicates that, the relation between vocabulary and poetry does exist. This topic is attempted to reveal whether or not there is a significance correlation between vocabulary proficiency and ability to

write English poetry. That's why, it is conducted to find out the possible relations between the two variables through correlational statistics.

#### F. Hypothesis

This research is as a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Even in formulating hypothesis, the research has to ensure that the hypothesis is real and based on the fact. There are two kinds of hypothesis;

- a. Alternative Hypothesis ( $H_a$ ): There is a significant correlation between vocabulary proficiency and students ability to write English poetry
- b. Null Hypothesis ( $H_0$ ): There is no significant correlation between vocabulary proficiency and students ability to write English poetry.

## CHAPTER III

### RESEARCH METHOD

#### A. Location and Time of the Research

This research was conducted at one of Junior High School in Hamparan Perak, Kab. Deli Serdang in academic years 2019/2020. The research was conducted at this school because it was easier to reach for the purpose of the data collection and based on the previous preliminary research that this research is suitable to be conducted at this school. This study would be conducted for two meetings or for one week at the school.

#### B. Population and Sample

##### 1. Population

Gay and Dhiel argued that “Population is all subject research”.<sup>20</sup> It means that the population of this research was the whole students of thirth grade in one of Junior High School in Hamparan Perak whereas the total numbers of them are 100 students. They were devided into three classes IX-1, IX-2, and IX-3. Two classes consist of 35 students and one of them consist of 30 students. Thus the research took the IX-1 class because the students consist of 30 students.

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<sup>20</sup>L.R. Gay & P.L. Dhiel. *Research Methods for Business and Management*. (New York: Macmillan, 1992)p.54

**Table 3.1**  
**The Sample of Research**

No.	Class	Population
1.	IX-1	30
2.	IX-2	35
3.	IX-3	35
Total		100

## 2. Sample

The sample was a small proportion of a population selected for observation and analysis. In selecting a sample, the researcher used “Cluster Random Sampling” by choosing one class. Gay and Ghil stated that, “Sample is the representative of the population to be researched. If the total population is less than 100, it was better to take all of them as the sample but if the total population is 100 students, the sample can be taken between 10-15% or 20-25% or more.”<sup>21</sup>. Besides that Sharpe argued that “Sample for a correlation study is selected using an acceptable sampling method, and 30 subjects are generally considered to be a minimally acceptable sample size.”<sup>22</sup> This research uses one sample, it was IX-1. Besides that, according to those above quotations, in this research, the sample of the population was taken through cluster sampling. The IX-1

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<sup>21</sup> *Ibid.*, p.56

<sup>22</sup> M.E. Sharpe. *Quantitative Research Method*. (Los Angeles, CA: Sage, 2007) p.66

class, one of Junior High School in Hamparan Perak was chosen for the sample of this research. Thus the research took 30 students as sample from population.

### C. Research Design

Research design plays an important role in research because the quality of research greatly depended on the design. In this reseach, the research used the form of a quantitative one. Michael J. Wallece, a quantitative approach is broadly used to describe what can be counted or measured and can be considered objective.<sup>23</sup>

The design of this research was ex post facto research. Gay argued that “ Ex post facto related correlation research involves collecting data in order to determine whether, and to what degree, a relationship exist between two or more measurable variable”.<sup>24</sup> The research applied ex post facto research which used one group of the sample that consisted of 30 students.

This research was categorized into correlative type. Gay argued that “Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exist between two or more measurable variable”<sup>25</sup> That’s why, the researcher correlated two variables of this research; They are vocabulary proficiency as X variable and students ability to

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<sup>23</sup>Michael J. wallece. *Action Research for Language Teacher*. (Cambridge; Cambridge University Press,1998)p.38

<sup>24</sup>L. R. Gay. *Educational Research:Competenciesfor Analysis and Aplication Third Edition*.(Ohio: Merrill Publishing Company, 1987), p.230

write English poetry as Y variable of thirth Grade of one of Junior High School in Hamparan Perak.

**Table 3.2**  
**Research Design**

Group	Vocabulary test	Newest documents of poetry writing score ( scoring in the same day with vocabulary test but already compose and peers check a week before)
Ex post fascto	√	√

#### D. Instrumen of the Research

This research used multiple-choice for the vocabulary test as an instrument to collected the data. the multiple choice consisted of 25 items for the test. The material of the test was taken from the vocabulary text book that had not used in the school. In the collecting the data, this research conducted vocabulary test and newest documrntationn of poetry writing score. There two variables where the writer took the score of vocabulary proficiency and students poetry writing. Thus, the instrument that was used in this research was individual test and documentation score of thirth grade of one of Junior High School in Hamparan Perak.

#### E. Validity and Reliability

According to Heaton, “the validity of a test is the extent to which it measures what supposed to measure and nothing else. The test must aim to provide a true measure of the particular skill which is intended to measure to

the extent that it measures external knowledge and other skills at the same time it would not be a valid test".<sup>26</sup> This research used multiple choices as the instrument of the test that was taken from the vocabulary test book especially for Middle School students that written by Jones. Thoha stated that the test that was taken from the book already had validity and reliability because it had been tested as feasible and completed the requirements in measuring the object.<sup>27</sup> It means that there was relations between the measurement instrument, measurement function and measurement objective.

#### F. Data Collection Procedure

##### 1. Vocabulary Test

The researcher conducted the Vocabulary test to third grade students in one of Junior High School in Hamparan Perak. The researcher chose the material of vocabulary about proper words for the test because the researcher knew that the third grade students in one of Junior High School Hamparan Perak that were given this test had already learnt about english vocabulary. The test was consisted of 25 multiple choice that were given to the students about vocabulary. Thus The research assessed by using rubric scale to assessed vocabulary test in table 3.3 appendix I.

##### 2. Documentation of Poetry Writing Score

Collected the document of closest students's poetry writing score.

Thus the research tried to see whether correlations between the

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<sup>26</sup>J.B. Heaton. *Writing English Language Test*. (New York: Longman).p. 159

<sup>27</sup>Thoha. *Teknik Pengukuran dan Evaluasi Pengajaran*. (Jakarta; PT. Raja Grafindo Persada,1990)p. 22

vocabulary score and poetry score. The research assessed the poetry writing by using grading rubric for poetry in table 3.4 appendix I.

#### G. Data Analysis

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. “Correlation product moment is used to show whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is “r”.<sup>28</sup> Data operation technique was done though the steps below:

- a. Finding the number of correlation using formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

N = Number of Participants

X = Students' vocabulary score

Y = Students' poetry score

$\Sigma X$  = The sum score of vocabulary

$\Sigma Y$  = The sum score of poetry

$\Sigma X^2$  = The sum of the squared score of vocabulary

$\Sigma Y^2$  = The sum of the squared score of poetry

$\Sigma XY$  = The score of Multiplied score between X and Y

This formula was used in finding index correlation “r” product moment between X variable and Y variable ( $r_{xy}$ ) to know the significance between two variables, the formula of the significant

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<sup>28</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: Rajawali, 2006) p.27

testand to intrpret the index scores of “r” correlation, product moment ( $r_{xy}$ ) usually used the interpretation such as bellow :<sup>29</sup>

**Table 3.5**  
**The Interpretation of correlation “r” Product moment**

<b>The score of “r” product moment (<math>r_{xy}</math>)</b>	<b>Interpretation</b>
0.00 – 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So, it is considered no Significant correlation in this rating.
0.20 – 0.399	There is a correlation between X and Y, but it is weak or little
0.40 – 0.599	There is a correlation between X and Y, The value is medium
0.60 – 0.799	There is high correlation between X and Y.
0.80 – 1.000	There is a very high correlation between X and Y

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<sup>29</sup>Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2011) p. 184

## **CHAPTER IV**

### **DATA FINDINGS AND DISCUSSION**

This chapter discussed the analyses of the data were obtained from vocabulary mastery score and poetry writing score. The findings were derived from the analyses which were discussed further to determine the correlation between the two variables involved.

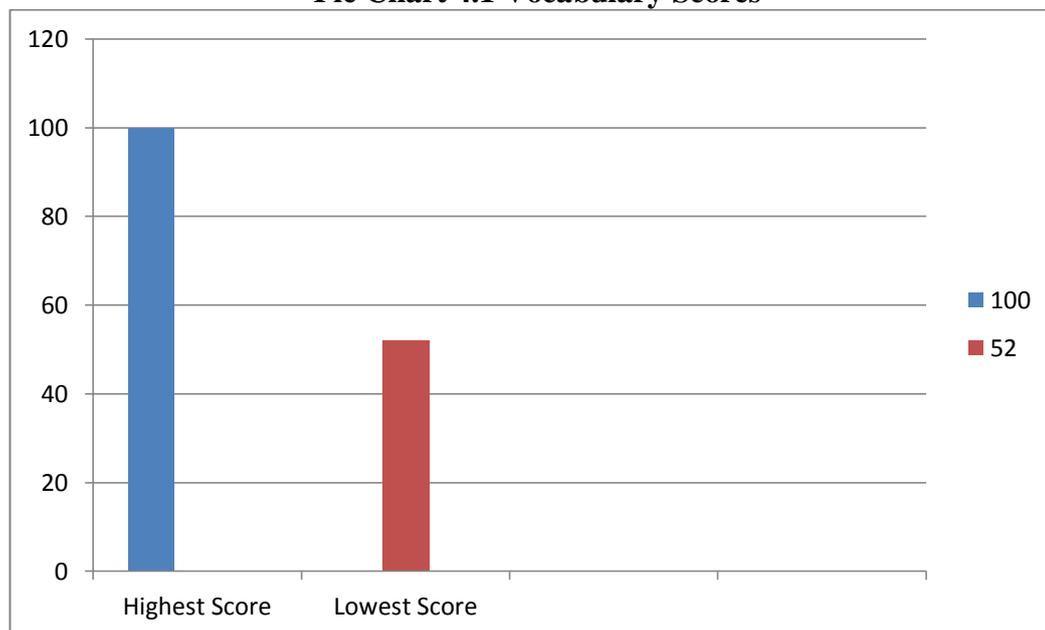
#### **A. Data Analysis**

There were two tests administered to collect the data, namely vocabulary mastery test and poetry writing score. After the result of each test was identified, Pearson Product Moment Correlation was used to investigate the correlation between students' vocabulary mastery and their poetry writing. The whole procedures were involved in analyzing the data elaborated in this section.

#### **B. Results of Tests**

##### **1. Vocabulary Score**

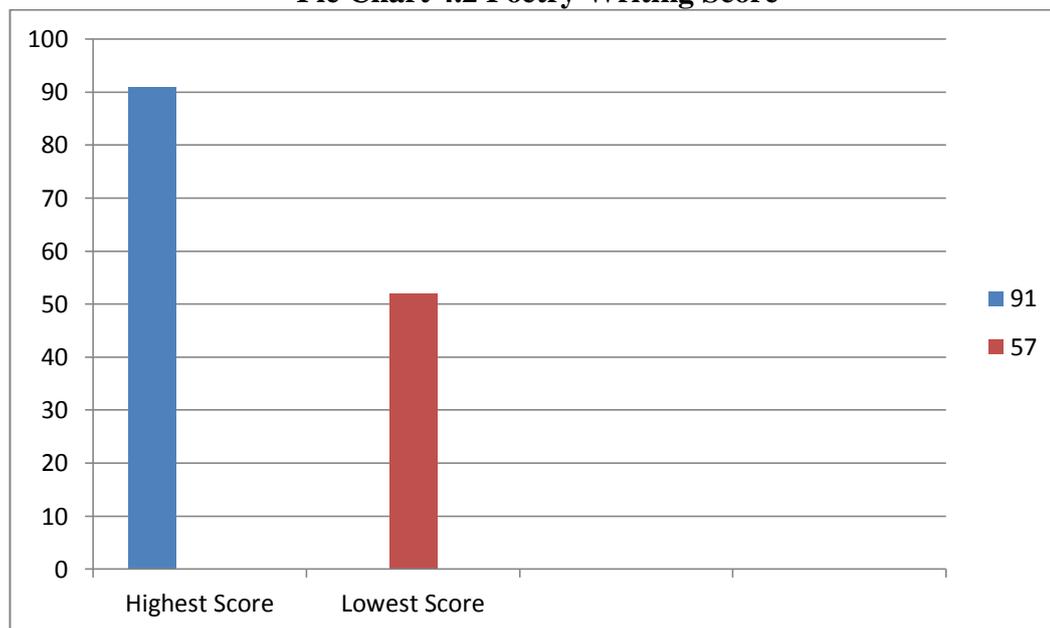
The total score of the vocabulary mastery test is 2354 that presented in the table 4.1 in appendix 2. It took from the 30 students who did the multiple choice test that consist of 25 items. Thus the highest vocabulary score was 100 and the lowest score was 52.

**Pie Chart 4.1 Vocabulary Scores**

The highest score of vocabulary test was 100 and the lowest score of poetry writing was 52. The assessment of the vocabulary test referred to the grading rubric of vocabulary in table 2.1 The containconducted in the vocabulary assessment was special for Thirth Grade of Junior High School.

## 2. Poetry Writing Score

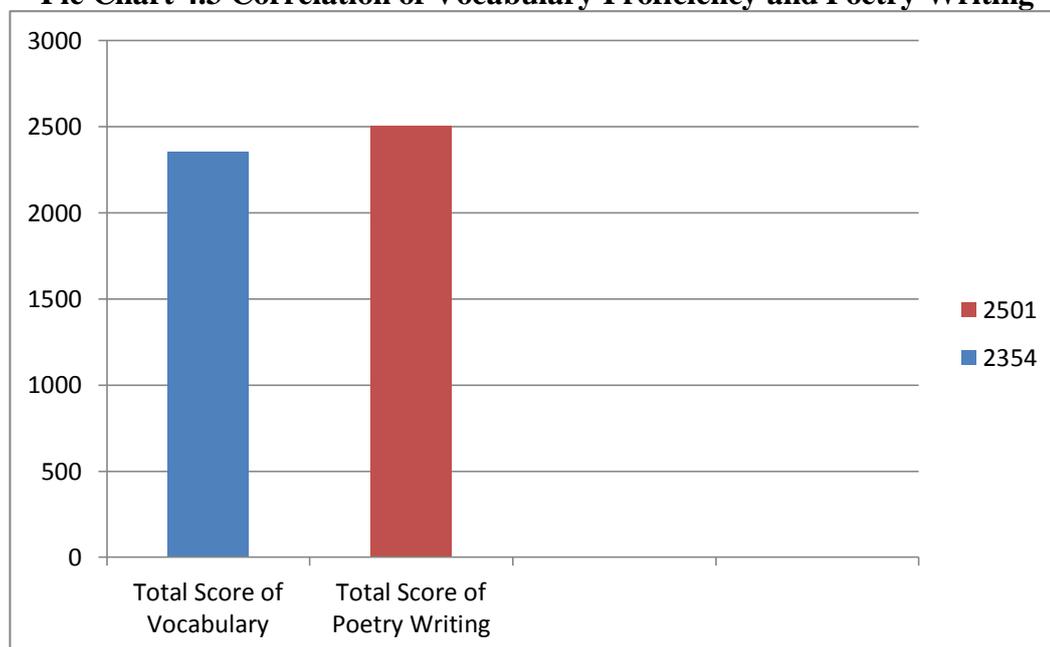
The total score of poetry writing is 2501 that was presented in the table 1.7 in appendix 2. The score is taken from the documentation of two closest students poetry writing scores where they started to create the poetry for a week before getting the vocabulary test and scoring at the same time with the vocabulary test. The result of the test is presented in table 4.2 appendix IV.

**Pie Chart 4.2 Poetry Writing Score**

The highest score of vocabulary test is 91 and the lowest score of poetry writing was 57. The assessment of the poetry writing test referred to the grading rubric of poetry in table 2.2. The content that was conducted in the poetry writing assessment was special for 3<sup>rd</sup> Grade of Junior High School. Thus the students would not find any difficulties because the teacher in this school had already put the material about poetry on their syllabus especially in local content. Thus this research was conducted while students' poetry writing score that they had composed and had checked for a week before they did the vocabulary test. The period of two variables scored in the same time. Thus students still had same proficiency in English vocabulary.

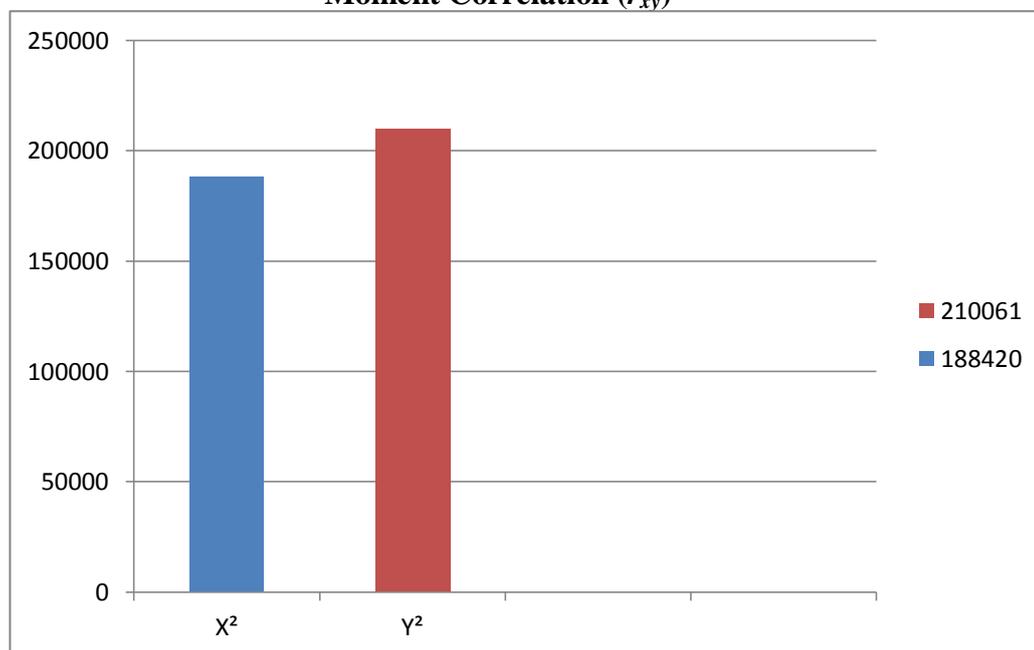
### 3. Pearson Product Moment Correlation ( $r_{xy}$ ).

**Pie Chart 4.3 Correlation of Vocabulary Proficiency and Poetry Writing**

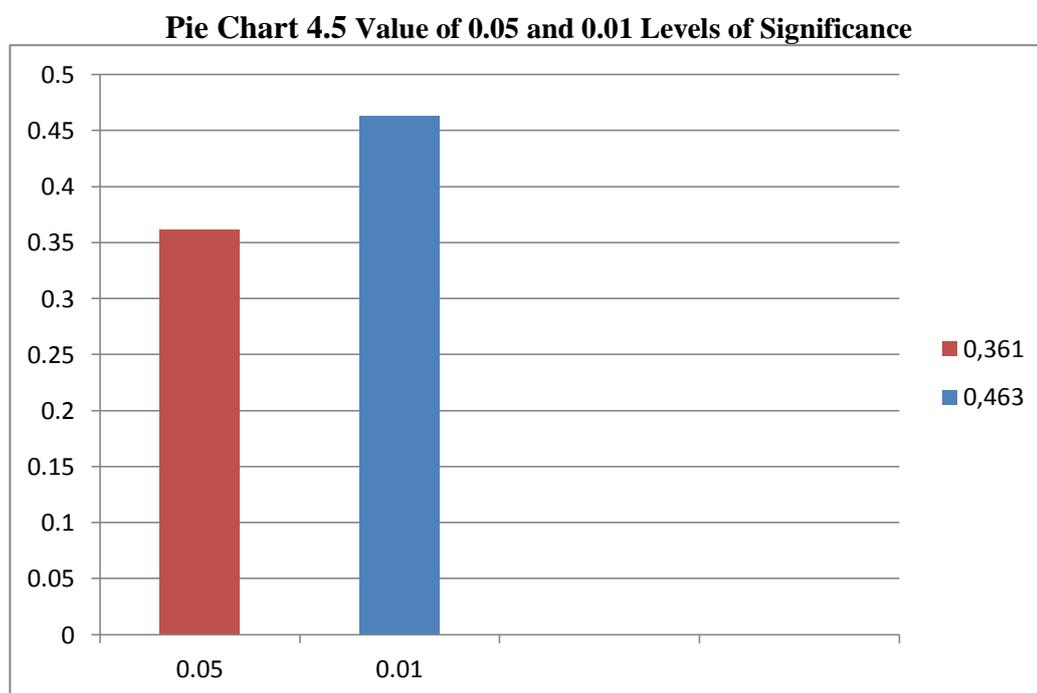


The total score of the vocabulary mastery test was 2354 and The total score of poetry writing was 2501. After calculating the total scores of the variables of this study, vocabulary mastery (X) and students' poetry writing skill (Y), Pearson Product moment was used to investigate the correlation between both of the variables. The Pearson Product Moment correlation was symbolized with  $r_{xy}$ . The statistical calculations were used to get the score of  $r_{xy}$  that were presented in the following chart.

**Pie chart 4.4 The Calculation of Pearson Product Moment Correlation ( $r_{xy}$ )**



This chart explained the calculation of pearson product moment correlation.  $X^2$  was the total of vocabulary score symbol. The total calculation of pearson product moment for the vocabulary score was 188420. Thus, the process of calculation presented in table 4.3 appendix 3.  $Y^2$  was the total of poetry writing score symbol. The total calculation of pearson product moment for the poetry writing score was 210061. Thus the process of the calculation present in table 4.4 appendix 3. This chart showed the result of two variables test in calculation form. They are vocabulary score and poetry writing score that made easier to found weather correlation of both variables. Thus the next step was the level of significance correlation that used value 0.05 and 0.01 on this following chart;



This calculation process present in table 4.4 appendix 3. This chart showed the level of significance that used value 0.05 (5%) and 0.01 (1%). This research took 30 students as sample and this research had 2 variable Thus,  $Df = 30 - 2 = 28$ , then this research took the list of value number 28 in the table of value 0.05(5%) and 0.01 (1%) in table 4.4 aappendix 3. The value of 5% was 0.0361 and the value of 1% was 0.463. Thus if the result of the  $r_{xy}$  was higher than the value, it means that there was significance correlation.

The scores of  $r_{xy}$  were calculated by the Pearson Product moment correlation formula as follows:

$$N = 30$$

$$\sum X = 2354$$

$$\sum Y = 2501$$

$$\sum X^2 = 188420$$

$$\sum Y^2 = 210061$$

$$(\sum X)^2 = 5541316$$

$$(\sum Y)^2 = 6255001$$

$$\sum XY = 197708$$

$$\begin{aligned} r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum Y^2 - (\sum Y)^2)}} \\ &= \frac{30(197708) - (2354)(2501)}{\sqrt{30(188420) - (2354)^2 (30(210061) - 2501)^2}} \\ &= \frac{5931240 - 5887354}{\sqrt{(5652600 - 5541316)(6301830 - 6255001)}} \\ &= \frac{43886}{\sqrt{(111284)(46829)}} \\ &= \frac{43886}{\sqrt{5211318436}} \\ &= \frac{43886}{72189} \\ &= 0.607 \\ r_{xy} &= 0.60 \end{aligned}$$

By this formula, the research found the result 0.06 as the correlation between students' vocabulary score and poetry writing score that symbolized as  $r_{xy}$ . Thus the next step was find the signnificance correlation by using degree of significance. After the scores  $r_{xy}$  were calculated, it was compared with the score of  $r_{table}$  with degrees of significance 5% and 1% as follows:

$$Df = N - nr$$

$$= 30 - 2$$

$$Df = 28$$

Notes:

$D_f$  = Degree of freedom

$N$  = Number of cases

$nr$  = number of research variable

$r_{table}$  at the degree of significance 5% = 0.361

$r_{xy}$ :  $r_{table}(5\%) = 0.607 : 0.361$  ;  $r_{xy} > r_{table} (5\%)$

$r_{table}$  at the degree of significance 1% = 0.463

$r_{xy}$ :  $r_{table}(1\%) = 0.607 : 0.463$  ;  $r_{xy} > r_{table} (1\%)$

This result of significance level of 5% showed that  $r_{xy}$  was 0.067 and  $r_{table}$  was 0.361 but showed that the result of  $r_{xy}$  was higher than  $r_{table}$ . Thus the result of significance level of 1% showed that  $r_{xy}$  was 0.067 and  $r_{table}$  was 0.463 means that The result of  $r_{xy}$  was higher than  $r_{table}$ . Thus the result of  $r_{xy}$  was higher than both of significance level means that there was significance correlation between students' proficiency in English vocabulary and their ability to write English poetry

### C. Findings

This study was aimed to answer the following hypotheses: ( $H_0$ ) null hypothesis: there was not any significant correlation between students' vocabulary mastery and their poetry writing ability. ( $H_a$ ) alternative hypothesis: there was a significant correlation between students' vocabulary mastery and their poetry writing skill.

The data analysis generated some findings that were important in

providing the answer to the research question proposed in this. Based on the finding of the data analysis above, the result of significance level of 5% showed that  $r_{xy}$  was 0.067 and  $r_{table}$  was 0.361 which showed that the result of  $r_{xy}$  was higher than  $r_{table}$ . Thus the result of significance level of 1% showed that  $r_{xy}$  was 0.067 and  $r_{table}$  was 0.463 means that the result of  $r_{xy}$  was higher than  $r_{table}$ . Thus the result of  $r_{xy}$  was higher than both of significance level. It showed that alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other words, there is a significant correlation between students' proficiency in English vocabulary and their ability to write English poetry.

Besides, the coefficient correlation ( $r_{xy}$ ) was 0.607. It can be interpreted with Table of  $r$  product moment Interpretation (see Table 3.3 in Chapter III) which reveals that the  $r_{xy}$  score included in the scale between 0.600 - 0.799. The scale indicates that there was a high correlation between variable X (students' vocabulary proficiency) and variable Y (students' poetry writing ability). Thus, it can be considered that between students' vocabulary proficiency and their poetry writing ability of 3<sup>rd</sup> grade in one of Junior High School in Hamparan Perak has a significant correlation. This finding was consistent with the finding of previous researcher that found a significant correlation between vocabulary mastery and students' writing ability.

Based on the findings of this study, the calculation of  $r_{xy}$  was 0.607 and the score of  $d_f$  was 28. Then, the score  $r_{xy}$  was compared with the degree of significance 5% which shows that with the  $d_f = 28$ , the  $r_{table}$  score which

obtained was 0.361, therefore,  $r_{xy} > r_t$ . Meanwhile, when the score  $r_{xy}$  was compared with the degree of significance 1% it shows that with the  $d_f = 28$ , the obtained  $r_{table}$  score was 0.463, therefore,  $r_{xy} > r_{table}$ .

#### D. Discussion

From the explanation of the previous data analysis, the result of the vocabulary and poetry writing test showed significant correlation between English vocabulary proficiency and students' poetry writing. Related to the findings of this study about correlation between students' vocabulary proficiency and writing ability that written by Umairah Rahmawati in 2018, showed that most of students who have good proficiency of English vocabulary can write English poetry writing well. Thus it can be considered that between students' vocabulary proficiency and writing skill has a significant correlation.

The second previous research about the correlation between vocabulary mastery and writing skill that written by Nanang Bagus Subekti in 2017 showed a significant correlation between students' vocabulary mastery and writing ability. This result of research appropriated to the theory of Harlan who stated that "poetry as the branch of creative writing related to vocabulary competence because it has a source of content-rich reading material; a model of creative language in use as way to introduce vocabulary in context". Thus means that students who want to improve their writing skill should improve and have good vocabulary mastery.

This research had the same result with the previous research even this research used vocabulary test and poetry writing test as a means to measure weather correlation between students' proficiency of English vocabulary and writing ability that was conducted at one of Junior Highschool in Hamparan Perak. Umairah Rahmawati on her research preferred to conduct in the students of collage to knew weather correlation between students' proficiency of English vocabuary and writing ability. Thus in the other side, Nanang Bagus Subekti also conducted his research on the Junior High School but he used descriptive text for the writing test as a means to meassure weather correlation between students' proficiency of english vocabulary and their writing ability.

From the research findings, it can be considered that a rich vocabulary allows writer to get a richness of thought onto paper. However, the writer's real pleasure comes from using the right word. This research shows that having a large and classy vocabulary helps a writer to produce qualitytext by limiting the cognitive demands during a writing task. Though research connecting effective vocabulary instruction and writing is limited, some studies suggest that rich vocabulary instruction and developing word consciousness can positively influencewriting.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the findings of the data analysis, it had been identified that the score of  $r_{xy}$  was 0.607 and the score of  $d_f$  was 28. Then, the score  $r_{xy}$  was compared with the degree of significance 5% which showed that with the  $d_f = 28$ , the  $r_{table}$  score which was obtained is 0.361, therefore,  $r_{xy} > r_t$ . Meanwhile, when the score  $r_{xy}$  was compared with the degree of significance 1% it showed that with the  $d_f = 28$ , the obtained  $r_{table}$  score is 0.463, therefore,  $r_{xy} > r_t$ .

Therefore, the score of coefficient correlation of both degree of significance were higher in comparison with the score of  $r$  table, it showed that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In other words, there was a significant correlation between students' vocabulary proficiency and their poetry writing ability. It meant that the more vocabulary they mastered, the better writing skill they had.

#### B. Suggestion

After analyzing the correlation between vocabulary mastery and students' poetry writing ability, there are some important points that should be noted by EFL learners. Students should increase their vocabulary mastery because it will improve their poetry writing ability. To increase their vocabulary, students are expected to read many English resources in order that they can be familiar with a wide range of words and

how the words are used. Moreover, they also should try to take a note of the new English words they find, and use the words in their dailywritings.

Therefore, to enhance the students' vocabulary mastery, the writer suggests that the teacher uses interesting and creative techniques to encourage the students' vocabulary learning. The writer expects that the result of this research can be used as additional reference for further research in different contexts.

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**APPENDIX I**  
**The Instrument of**  
**Vocabulary Test**

## **A. Tes Penguasaan Kosakata/Vocabulary Mastery Test**

Waktu:

30

Menit

Petunju

k

Umum

1. Tulislah dengan jelas pada lembar jawaban: Nama, hari/Tanggal tes!
2. Berilah tanda silang (X) pada huruf (A,B,C, atau D) yang dianggap jawaban paling benar!
3. Bacalah setiap soal secara seksama sebelum Anda menjawabnya.
4. Periksa kembali lembar jawaban Anda sebelum mengumpulkan.
5. Tes ini tidak mempengaruhi nilai UTS dan UAS.

**Choose A, B, C, or D for the correct answer**

1. A bed on a ship is called a...  
A. sleeper  
B. cabin  
C. bunk  
D. dormitory
2. I have no brothers or sisters. I am....child  
A. an only  
B. a sole  
C. a unique  
D. a single
3. I'm terribly sorry, I seem to have.....my book at home.  
A. lost  
B. forgotten  
C. left  
D. hidden
4. My sister and I are always quarrelling. We just don't seem to...  
A. get off  
B. get together  
C. get on  
D. get by
5. Most parents find it difficult to....their children nowadays.  
A. grow up  
B. foster  
C. develop  
D. bring up
6. I...to inform you that your mother died ten minutes ago  
A. sorry  
B. regret  
C. apologise  
D. pity
7. I think everyone should....the Human Rights movement.  
A. Agree  
B. support  
C. stand up  
D. supply
8. I only paid £3 for this dress. It was a real.....  
A. find  
B. sale  
C. bargain  
D. cheap





## Answer Sheet

**Name**                    :

**Day/Date of Test:**

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

**Answer Key of Vocabulary  
Mastery Test**

1. A

2. A

3. C

4. C

5. D

6. B

7. B

8. C

9. A

10. D

11. B

12. A

13. B

14. B

15. D

16. D

17. A

18. B

19. D

20. B

21. C

22. A

23. D

24. A

25. B

**Table 3.3**  
**Grading Rubric : vocabulary**

<b>Dimension</b>	<b>Excellent 40</b>	<b>Good 30</b>	<b>Fair 20</b>	<b>Poor 10</b>	<b>Score</b>
Match words to Definitions	Student is able to match all of the words to their definitions	Students is able to match most of the words to their definitions	Students is able to match some of the words to their definitions	Students is able to match only a few words to their definitions	
Complete Sentence	Student is able to complete all of the sentences with correct vocabulary words	Student is able to complete most of the sentences with correct vocabulary words	Student is able to complete some of the sentences with correct vocabulary words	Student is able to complete only a few sentences with correct vocabulary words	
Write Definitions	Student is able to write all of the sentences	Student is able to write most of the sentence	Student is able to write some of the sentence	Student is able to write sentence for only a few word	
Write original sentences	Student is able to write sentences for all of the words	Student is able to write a sentence for most of the words	Student is able to write a sentences for some of the words	Student is able to write Sentences for only a few words	

**Table 3.4**  
**RUBRIC FOR POETRY**

<b>CATEGORY</b>	<b>Excellent(40)</b>	<b>Good(30)</b>	<b>Satisfactory (20)</b>	<b>Needs Improvement(10)</b>
<b>SNAPSHOT</b>	The poem is engaging and expressive; creates an emotional impact.	The poem is clear, expressive, and flow smoothly; may have emotional impact place	The poem is generally easy to follow and understand, but has little emotional impact	The poem is often confusing because of problem in logic, style, and mechanics
<b>MEANING</b> Ideas and information use of detail	-Originality and a strong voice -Some maturity and sophistication	-Some originality and creative development -effective detail and description	- Straightforward -Detail and description tend to be direct and concrete	-Often confusing; content may be inappropriate. -few details; often very brief; parts may be irrelevant
<b>STYLE</b> -Clarity, variety, impact of language -literary techniques	-Precise, vivid vocabulary; techniques effectively (e.g. metaphor, irony)	-Appropriate and varied vocabulary; experiments with literary techniques (e.g. metaphor, irony)	-Simple vocabulary; some variety; uses simple literary techniques (e.g. simile)	-Basic vocabulary; often inappropriate; no effective use of literary techniques (e.g. simile)
<b>FORM</b> -poetic forms -imagery, figurative language	-Use the chosen poetic form skillfully to create an effect - Figurative language and imagery show some sophistication	-Follow rules of the chosen poetic form; may be somewhat contrived. -some figurative language, imagery	-Tries to follow rules of the chosen poetic form; may be inconsistent -Some figurative language and imagery	-Does not follow basic rules of the chosen poetic form -Few attempts at figurative language or imagery
<b>VOCABULARY</b> -Spelling - grammar (e.g. modifiers, agreement)	-May make occasional errors when taking risks -Effectively edited and proofread	-May occasional errors -Carefully edited and proofread	-Some errors, but meaning is clear -Some evidence of editing and proofreading	Frequent, repeated errors in basic language -Resemble a rough draft; errors are not corrected

TOTAL SCORE: \_\_\_\_\_ <sup>30</sup>

<sup>30</sup>George Santayana. *The Elements and Function Of Poetry*. (Ohio, 2001) p.22

**APPENDIX II**  
**The Example of Poetry**

## THE EAGLE

He claps the crag with crooked hands;

Close to the sun in lonely lands

Ringed with the azure world, he stands

The wrinkled sea beneth him crawls;

He watches from his mountain walls,

And like a thundebolt he falls

**Alfred, Lord Tennyson**

**APPENDIX III**  
**The references that translate**  
**into English**

Anas Sudjono berpendapat bahwa “korelasi prodak momen digunakan untuk menunjukkan apakah ada korelasi antara variabel X dan variabel Y. korelasi prodak momen di simbolkan dengan “r”. (Anas argued that “Correlation product moment is used to show whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is “r”)

Thoha berpendapat bahwa suatu tes yang diambil dari buku suda memiliki validitas dan reliabilitas karena tes tersebut sudah teruji dan melengkapi persyaratan dan mengukur suatu objek (Thoha stated that the test that was taken from the book already had validity and reliability because it had been tested as feasible and completed the requirements in measuring the object)

**APPENDIX IV**  
**The Result of Students'**  
**Vocabulary Test and Poetry**  
**Documentation of Score**

**Table 4.1**  
**The Score of Students Vocabulary Mastery (X)**

<b>NO</b>	<b>PARTICIPANTS</b>	<b>X</b>
1	AP	84
2	AN	68
3	ALN	76
4	CK	68
5	CA	88
6	DC	80
7	DK	84
8	DA	72
9	DS	84
10	DA	84
11	DGP	80
12	DS	92
13	ED	84
14	FA	84
15	FW	52
16	GHU	92
17	GA	88
18	IA	60
19	IF	84
20	IS	100
21	K	60
22	K	80
23	MAPS	60
24	NS	66
25	RAR	88
26	RP	80
27	RF	88
28	SW	76
29	SB	68
30	SP	84
	TOTAL ( $\Sigma$ )	2354

**Table 4.2**  
**The Score of Students Poetry Writing(Y)**

NO	PARTICIPANTS	Y <sub>1</sub>	Y <sub>2</sub>	$\bar{y}$
1	AP	75	77	76
2	AN	90	82	87
3	ALN	85	97	91
4	CK	75	81	78
5	CA	82	78	80
6	DC	93	85	89
7	DK	80	98	89
8	DA	78	86	84
9	DS	95	82	89
10	DA	81	75	78
11	DGP	85	89	87
12	DS	80	82	81
13	ED	86	90	88
14	FA	80	84	82
15	FW	59	50	57
16	GHU	88	80	84
17	GA	90	86	88
18	IA	80	76	78
19	IF	95	85	90
20	IS	94	90	92
21	K	80	88	84
22	K	78	90	84
23	MAPS	75	77	76
24	NS	72	68	70
25	RAR	91	85	88
26	RP	83	95	89
27	RF	95	85	90
28	SW	75	85	80
29	SB	80	88	84
30	SP	85	91	88
	TOTAL ( $\Sigma$ )			2501

**Table 4.3**  
**The Calculation of Pearson Product Moment**  
**Correlation( $r_{xy}$ )**

<b>NO</b>	<b>PARTICIPANTS</b>	<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
1	A	84	76	6384	7056	5776
2	MU	68	87	5916	4624	7569
3	RZ	76	91	6916	5776	8281
4	CAT	68	78	5304	4624	6084
5	FF	88	80	7040	7744	6400
6	MS	80	89	7120	6400	7921
7	NH	84	89	7476	7056	7921
8	BS	72	84	6048	5184	7056
9	DS	84	89	7476	7056	7921
10	DA	84	78	6552	7056	6084
11	DGP	80	87	6960	6400	7569
12	DS	92	81	7452	8464	6561
13	ED	84	88	7392	7056	7744
14	FA	84	82	6888	7056	6724
15	FW	52	57	2964	2704	3249
16	GHU	92	84	7728	8464	7056
17	GA	88	88	7744	7744	7744
18	IA	60	78	4680	3600	6084
19	IF	84	90	7560	7056	8100
20	IS	100	92	9200	10000	8464
25	K	88	88	7744	7744	7744
26	K	80	89	7120	6400	7921
27	MAPS	88	90	7920	7744	8100
28	NS	76	80	6080	5776	6400
29	RAR	68	84	5712	4624	7056
30	RP	84	88	7392	7056	7744
	<b>TOTAL (<math>\Sigma</math>)</b>	<b>2354</b>	<b>2501</b>	<b>197708</b>	<b>188420</b>	<b>210061</b>

**Table 4.4**  
**Value of 0.05 and 0.01 Levels of Significance**

<b>d<sub>f</sub>(N-2)</b>	<b>0.05</b>	<b>0.01</b>
1	0.997	1000
2	0.950	0.990
3	0.878	0.959
4	0.812	0.917
5	0.755	0.875
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.533	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.562
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.479
27	0.367	0.471
28	0.361	0.463
29	0.355	0.456
30	0.349	0.449

**APPENDIX V**  
**Documentation**



Name - Amelia Putri

### My Beloved Family members

My beautiful mother<sup>mother</sup> is everything  
She love to cook ever<sup>every</sup> morning  
She wake sister in<sup>in</sup> morning  
Sleep<sup>on</sup> my sister hobby  
I love her even she<sup>is</sup> busy  
My brother is humble<sup>humble</sup>  
he love hiking jungle<sup>jungle</sup>

good

### Fabulous Holiday

Horse race is my father hobby  
He has job not unemploya  
He speak do not<sup>do not</sup> spolk  
I should ride it  
Press well holiday he inform  
because monday am uniform

good

Time: 21

Answer Sheet

Name : Amalia Putri

84

31 Agustus 2019

Day/Date of Test : 31 - Agustus - 2019

1	<del>A</del>	B	C	D
2	<del>A</del>	B	C	D
3	A	B	<del>C</del>	D
4	A	B	<del>C</del>	D
5	A	<del>B</del>	C	D
6	A	<del>B</del>	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	<del>A</del>	B	C	D
10	A	B	C	<del>D</del>

11	A	<del>B</del>	C	D
12	<del>A</del>	<del>B</del>	C	D
13	A	<del>B</del>	C	D
14	A	<del>B</del>	C	D
15	A	B	C	<del>D</del>
16	A	B	C	<del>D</del>
17	<del>A</del>	B	C	D
18	A	<del>B</del>	C	D
19	A	B	C	<del>D</del>
20	A	<del>B</del>	C	D
21	<del>A</del>	B	C	D
22	<del>A</del>	B	C	D
23	A	B	C	<del>D</del>
24	<del>A</del>	B	C	<del>D</del>
25	A	<del>B</del>	C	D

NAMA: APRIYAH MURAINI

KELAS: IX

My Beloved Family members

I am so lucky to have kind parents

they support <sup>their</sup> children

brother say nothing to wait

not do ~~the~~ homework will be a regret

sister go bed a long day

then say no way

we grow together

I love <sup>them</sup> they forever

Fabulous Holiday

brother say smoking is bad

nothing we <sup>are</sup> get

spend holiday <sup>are</sup> get better

look the beautiful nature

wear <sup>wear</sup> good dress <sup>tomorrow</sup> tomorrow

I chooso watching the movie naruto <sup>very good!</sup>

True : 17

Answer Sheet

Name : APRIYAH NURAINI

Day/Date of Test : 31/08/2019

68

31 Agustus 2019

1	<del>X</del>	B	C	D
2	<del>X</del>	B	C	D
3	<del>X</del>	B	C	D
4	A	B	<del>X</del>	D
5	A	B	C	<del>X</del>
6	<del>X</del>	B	C	D
7	<del>X</del>	B	C	D
8	A	B	<del>X</del>	D
9	<del>X</del>	B	C	D
10	A	<del>X</del>	C	D

11	A	<del>X</del>	C	D
12	<del>X</del>	E	C	D
13	A	<del>X</del>	C	D
14	A	<del>X</del>	C	D
15	<del>X</del>	B	C	D
16	A	B	C	<del>X</del>
17	<del>X</del>	B	C	D
18	A	<del>X</del>	C	D
19	A	B	C	<del>X</del>
20	A	B	<del>X</del>	D
21	A	B	<del>X</del>	D
22	A	<del>X</del>	C	D
23	<del>X</del>	E	C	D
24	A	<del>X</del>	C	D
25	A	<del>X</del>	C	D

Nama : Arthi Layla Nur Amalia  
Kelas : IX-1

### My Beloved Family Members

My kind Parents Is my <sup>inspiration</sup>  
They always support <sup>their</sup> children in action  
Brother Say do your homework  
The future <sup>base</sup> on your work  
My sister choose to sleep  
She is funny but lazy every week  
No matter variety of habit  
I'm happy to my beloved family members

85  
Very good!

### Fabulous Holiday

Father Such a great people with great passion  
Horse race as a place he show his emotion  
I want to be like my father  
less speak but do better  
Holiday is not feel like nothing  
Because I spend with my father as my everything

97  
excellent

Final : 19

70

Answer Sheet

31 Agustus 2019

Name : Arthi kayla nur annalryca

Day/Date of Test : Saturday / 31-08-2019

<del>1</del>	A	<del>X</del>	C	D
<del>2</del>	<del>X</del>	B	C	D
<del>3</del>	<del>X</del>	B	C	D
<del>4</del>	A	<del>X</del>	C	D
<del>5</del>	A	B	C	<del>X</del>
<del>6</del>	A	<del>X</del>	C	D
<del>7</del>	A	<del>X</del>	C	D
<del>8</del>	A	B	<del>X</del>	D
<del>9</del>	<del>X</del>	B	C	D
<del>10</del>	<del>X</del>	B	C	D

<del>11</del>	A	<del>X</del>	C	<del>D</del>
<del>12</del>	A	B	C	<del>X</del>
<del>13</del>	A	<del>X</del>	C	D
<del>14</del>	A	<del>X</del>	C	D
<del>15</del>	A	B	C	<del>X</del>
<del>16</del>	A	<del>X</del>	C	D
<del>17</del>	<del>X</del>	B	C	D
<del>18</del>	A	<del>X</del>	C	D
<del>19</del>	A	B	C	<del>X</del>
<del>20</del>	A	<del>X</del>	C	D
<del>21</del>	A	B	<del>X</del>	D
<del>22</del>	<del>X</del>	B	C	D
<del>23</del>	A	B	C	<del>X</del>
<del>24</del>	<del>X</del>	B	C	D
<del>25</del>	A	<del>X</del>	C	D

Nama: Cindy Karhika  
Stk kelas: Bahasa Inggris

my Beloved Family members

my Kind Parent <sup>am</sup> my everything  
I love How they care  
they Support <sup>me</sup> like Friend  
my only brother is the best <sup>advisor</sup> advisee  
always say to do Homework  
my only Sister is ~~Hambert~~ <sup>humble</sup> humble  
She love to go to The ~~janggal~~ <sup>jungle</sup> jungle

good!

Favorites Holiday

Horse Race is my Favorite Place  
my beloved Father Support I <sup>love</sup> to be brave  
ride Horse is my <sup>hobby</sup> Hobby  
that is key of my good body  
not like Smoking  
you <sup>will</sup> get nothing

very good!

True 17

Answer Sheet

Name : Cindy Kar Filaga

Day/Date of Test : IX<sup>th</sup> / 1992 : 31 - agosto - 2019

<del>1</del>	A	<del>B</del>	C	D
<del>2</del>	A	<del>B</del>	E	D
<del>3</del>	A	B	C	D
<del>4</del>	A	B	C	D
<del>5</del>	<del>A</del>	B	C	D
<del>6</del>	A	<del>B</del>	C	D
<del>7</del>	A	<del>B</del>	C	D
<del>8</del>	A	B	<del>C</del>	D
<del>9</del>	<del>A</del>	B	C	D
<del>10</del>	A	B	<del>C</del>	D

<del>11</del>	A	<del>B</del>	C	D
<del>12</del>	<del>A</del>	B	C	D
<del>13</del>	A	<del>B</del>	C	D
<del>14</del>	A	<del>B</del>	C	D
<del>15</del>	A	B	<del>C</del>	D
<del>16</del>	A	B	C	<del>D</del>
<del>17</del>	<del>A</del>	B	C	D
<del>18</del>	A	<del>B</del>	<del>C</del>	D
<del>19</del>	A	B	C	<del>D</del>
<del>20</del>	A	B	<del>C</del>	D
<del>21</del>	A	B	<del>C</del>	D
<del>22</del>	<del>A</del>	B	C	D
<del>23</del>	A	B	C	<del>D</del>
<del>24</del>	<del>A</del>	B	C	D
<del>25</del>	A	<del>B</del>	C	D

Nama : Citra Ayuni

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### My Beloved family members

family is a place where ~~me~~<sup>I</sup> always back where  
 my mother cook delicious  
 father reads book so ~~Serius~~<sup>Serious</sup>  
 my only brother like ~~spelt~~<sup>spelt</sup> on rock  
 sleep a long day, lazy to work  
 my only sister like a ~~taiger~~<sup>tiger</sup>  
 Run to grab her dream come true forever

*very good!*

### Fabulous Holiday

My only great father is my guardian  
 Do he ~~his~~<sup>his</sup> ~~magic~~<sup>magic</sup> makes me ~~tryp~~<sup>love</sup>  
 He tell ~~not~~ become ~~smoker~~<sup>smoker</sup>  
 He ~~belife~~<sup>believe</sup> I can do all better

*good!*



True: 22

Answer Sheet

Name : Citra Ayuni

Day/Date of Test : Sabtu 31-08-2019

1	<del>X</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
2	<del>X</del>	<del>A</del>	<del>B</del>	<del>C</del>	<del>D</del>
3	<del>X</del>	A	B	<del>X</del>	D
4	<del>X</del>	A	B	<del>X</del>	D
5	<del>X</del>	A	B	C	<del>X</del>
6	<del>X</del>	<del>X</del>	B	C	D
7	<del>X</del>	A	<del>X</del>	C	D
8	<del>X</del>	A	B	<del>X</del>	D
9	<del>X</del>	<del>X</del>	B	C	D
10	<del>X</del>	A	B	C	<del>X</del>

11	<del>X</del>	A	<del>X</del>	C	D
12	<del>X</del>	<del>X</del>	<del>X</del>	C	D
13	<del>X</del>	A	<del>X</del>	C	D
14	<del>X</del>	A	<del>X</del>	C	D
15	<del>X</del>	A	B	C	<del>X</del>
16	<del>X</del>	A	B	C	<del>X</del>
17	<del>X</del>	A	B	<del>X</del>	D
18	<del>X</del>	A	<del>X</del>	C	D
19	<del>X</del>	A	B	C	<del>X</del>
20	<del>X</del>	A	<del>X</del>	C	D
21	<del>X</del>	A	B	<del>X</del>	D
22	<del>X</del>	<del>X</del>	B	C	D
23	<del>X</del>	A	B	C	<del>X</del>
24	<del>X</del>	<del>X</del>	B	C	D
25	<del>X</del>	A	<del>X</del>	C	D

**APPENDIX VI**  
**Biography**

## **BIOGRAPHY**

The writer's name is Dwi Dharmayanti. She was born on 1<sup>st</sup> December 1997 in Bulu Cina, North Sumatra. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Dwi. She is daughter of Mr. Ponimin and Mrs. Sumiyem. She has two brothers, Their name are Helambang Edi Fahrizal, S.Kom. and Rizki Rahmadi.

Her formal education started from 2003-2009 in primary school, SD Negeri 101760 Bulu Cina, North Sumatra. Then from 2009-2012 she continued her education in SMP Negeri 1 Hamparan Perak, North Sumatra. After that, she finished Senior High School in SMA Negeri 1 Hamparan Perak, from 2012-2015. Then, in 2015-2019, she graduated from English Education Department of State Islamic University of North Sumatra.

Medan, October 2019  
The Writer,

Dwi Dharmayanti  
Reg. No.:34.15.3.048